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AUTHOR Alexander, Aaron
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ABSTRACT

An advertisement for higher education, and specifically for the City University of New York (CUNY), presents data to support arguments in favor of college education. The benefits described include: preparation for a career, increased job opportunities, occupational mobility, and personal fulfillment. Also listed are numerous occupations and the percentage of growth expected in each within the coming decade. The categories of jobs include: professional and technical: managers, proprietors, and officials; sales workers; clerical workers; crafts; operatives; service workers; and farm workers. One page is devoted to the advantages of attending CUNY, and the CUNY institutions and their addresses are listed.
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WHY GO TO COLLEGE

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A DOCUMENTARY REPORT ON THE PERSONAL BENEFITS OF HIGHER EDUCATION

by Aaron Alexander

First Studied by
PROFESSIONAL STAFF CONGRESS

HE 012 333

WHY THIS REPORT

Two conflicting developments have characterized higher education in the past decade. First, more people than ever before have taken the opportunity to attend college—more underprivileged people, more women, more minority members, more adults, more workers. It is an exciting step in the history of American progress, and it is uniquely American. We have hardly begun to appreciate its great significance to society as a whole: The growth in educational opportunity means the realization of social justice, of economic mobility, of democracy itself.

Our appreciation of this epochal advance has been marred, however, by a contrary development. As more and more people go to college, they are being told that it isn't really worth it: It does not "pay off." Or, one widespread variation goes, the colleges you can gain admission to are not all that good. The only colleges worth attending, it is said, are the ones that continue to be inaccessible to most students.

Somehow, we are told, higher education is good for society but superfluous for the individual.

It is no wonder that many students feel cheated. Here at last they have the chance to obtain an invaluable benefit, and it turns out to be tarnished.

We believe that higher education is being slandered by selfish interests that have nothing to do with democracy and for reasons that have nothing to do with the facts.

The Professional Staff Congress is publishing this report to illuminate the facts. The facts show that college attendance is without question a formidable lifelong benefit to the individual; that college is for every qualified American, and that attendance at an institution like the City University of New York is a magnificent opportunity. As the union representing the instructional staff of CUNY, we believe those facts vindicate the commitment of our staff to quality higher education.

It is our hope that publication of this booklet will advance the twin ideals of our parent organization, the American Federation of Teachers: "Democracy in Education/ Education for Democracy."

Dr. Irwin H. Pollishook

President, Professional Staff Congress/CUNY

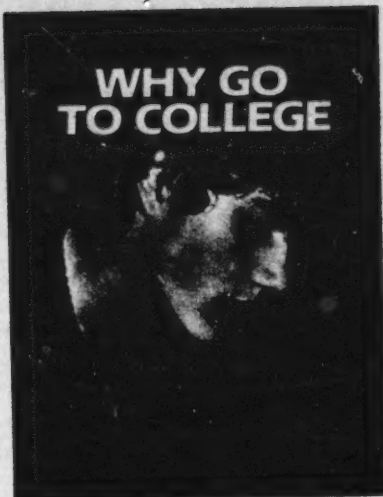
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New York City Central Labor Council/AFL-CIO*

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WHY GO TO COLLEGE



**Every fact in this report is documented—backed up with the source from which it is taken. The first numeral in parentheses here and throughout the text refers to the sources listed on page 2; the second and subsequent numerals give the page number(s) in the source. Semicolons separate references to more than one source.*

CONTENTS

Even those who go to college today question its value. Will it get me a job? a good job? Will it make a difference in my life? Is it worth my time?

These are legitimate questions. They are confused, however, by a lot of static being spread about by people who don't have your best interests at heart. There are those who believe that college is for the elite—for a select few, chosen arbitrarily, on the basis of wealth primarily. They are for college—for themselves, for their own children, for others in their "class." You, they say, don't need it. You, they say, don't need to be educated—or, worse still, "overeducated." It's a "dumb investment," they say; it will only lead to "underemployment."

Those people are entitled to their opinions. You are entitled to yours—and to the facts on which to base it. You do not have to rely on guesswork or on other people's biases. The facts are available. To help you make a sound decision, perhaps the most important decision of your life, they are presented here.

The facts derive from numerous studies and surveys. The results of college attendance have been measured. The effects of college on people's careers, earnings, health and happiness, have been analyzed. The testimony of college-educated people has been gathered, and their actual performance inside and after college has been examined. Their life styles have been compared with those of people who have not gone to college.

The findings of these studies are culled from thousands and thousands of pages of documented sources, all of which are listed on **page 2**.

The import of those facts can easily be exaggerated. We all know people who have gone through college unscathed by its benefits. That is because college is not a guarantee. College is an opportunity. What you get out of it depends on what you put into it and on the quality of the college you choose. Words like "opportunity" and "chance" are repeated often in this report.

The facts, we believe, demonstrate, beyond a doubt, these benefits of college:

- It will prepare you for a career (**pages 4-5**).
- It will give you a better chance of getting a job (**page 6**).
- It will give you a better chance of getting a good job (**page 7**).
- It will give you a better chance of earning more (**pages 10-11**).
- *Most important*, it will prepare you for a fulfilling life—for more culture, deeper knowledge, greater self-confidence, sounder health, richer pleasures, keener citizenship—vastly expanded resources for personal happiness (**pages 12-13**).

We also believe that the City University of New York offers you all those benefits of college:

- CUNY colleges can prepare you for most of the careers listed in "Where Jobs Will (and Won't) Be in the 80's" (**pages 8-9**).
- CUNY colleges offer you the largest choice available in first-rate courses, liberal arts offerings, degree programs and career opportunities (**pages 14-16**).

Let us begin with this fact: A large sampling of college seniors was asked, "If you had it to do over, would you go to college?" Ninety-seven percent said, "Yes" (26,9; see also 51,70).*

Now let us see why.

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YOU'LL BE PREPARED FOR A CAREER



Reporter Sheryl McCarthy and Labor Editor Michael Oreskes, a graduate of the City University of New York (CUNY), in the City Room of the New York Daily News.

A college education is, for many jobs, a license to work. With a degree, you have a credential. You will be favored by employers even when your qualifications seem to be similar to those of nongraduates (31,184). Without a degree, you must prove yourself and you must explain—why you did not attend college, or why you are qualified for a particular job despite limited education (11,173-5).

This seems to be unfair. But it is really not, because a college education tells a prospective employer many more things about you than the mere possession of a piece of parchment.

First of all, your investment of years of your life in postsecondary education shows your employer something: that you are serious, motivated and persevering, and that you are not frivolous in your career choice (24,61;45,15).

Helping you make that choice intelligently is one of the unsung functions of college. It helps you discover yourself and to discover your vocation, to mesh your "self," your interests and talents, with your occupation (11,111,172). It also imparts information and know-how about the labor market: what the jobs are and where they will be (42,54). On these solid grounds, you may confirm an earlier ambition, or you may change your career choice, as many students do (2,135).

Secondly, college will give you **the resources** to succeed in the field of your choice.

What is generally accepted is that your course work will present you with *knowledge and information* that are useful in your vocation (10,323; 41,52-7). In one study of college graduates, a large number reported that they were still using, on the job, knowledge they had gained in college—nine years later (39,4-5).

More important than what you learn is the effect of college on your **ability to learn**—after college, throughout your life, on the job and in every other aspect of your life. Some authorities consider these "cognitive" skills "the first factor of occupational success." They include the ability to conceptualize ("see" ideas), to synthesize ("put together") data, to grasp thematic consistencies ("make connections") in diverse information, to organize these perceptions, to learn from experience, to

apply what you have learned, to retain it and to recall it when needed (34,103-8). What is more, you will learn to hone your critical abilities on controversial ideas—to make up your own mind (11,73;44,179).

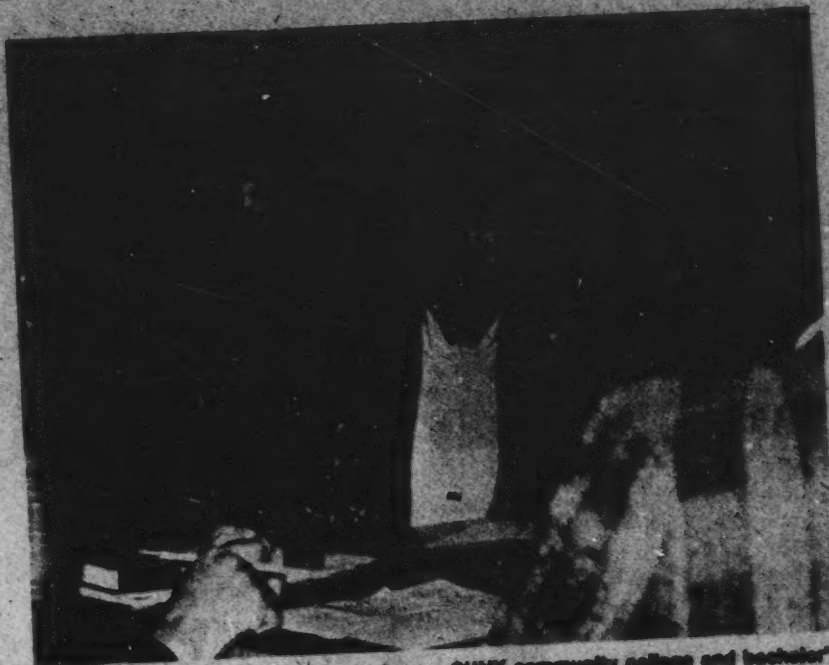
With each step up the educational ladder, you gain—in learning, in learning ability, and in the likelihood of learning after you leave school (30,103). One fascinating study, computing the results of over fifty surveys, shows dramatically that college graduates not only learn and retain the academic facts taught in school but persistently, through the years, master more current knowledge than less educated people—long after their schooling ended. The learning ability endures as a lifelong skill (30,48-59,71,79,102).

All these benefits translate into occupational success. There are others:

College gives you the "background and specialization for further education in" a technical field (41, 56-7). It prepares you better for on-the-job training (11,162). It gives you better working habits, greater reliability, better understanding of working requirements, increased efficiency, prompter adaptability and more versatility (37,7-8;11,168). It improves communication skills (11, 65-7) and persuasive powers (56, 37). Its courses and extra-curricular activity develop "interpersonal competence" (44,179)—the ability to get along with people. They raise your self-confidence (49,62,78;2,212). And they make you more productive (42,54;11,160).



LI. Jesse Peterman, a CUNY graduate, with Sgt. Edwin LeBachek, a CUNY student, both assigned to the Public Information Division of New York City Police Headquarters.



After receiving an associate degree from a CUNY community college and bachelor's and master's degrees from a CUNY senior college, Cheryl Martin is now completing training for a management position with the New York Telephone Company.

These advantages are useful to yourself. And they are assets to your employer. They are some of the ingredients of the college "credential" that testify to your preparation for a career.

They will continue to serve those purposes in the years ahead.

What about critics of college who complain that graduates are "over-educated" and "underemployed"—that is, they must take jobs beneath their college preparation?

These complaints not only ignore the enormous non-vocational benefits of college, but they are wrong as

they apply to employment itself. Here is why:

"The growing complexity of our society requires more—not fewer—highly trained people to run its economic machinery. The notion of the 'overeducated American' is a myth. Technological innovation generally results in jobs being eliminated at the lower end of the skill level and added at the upper end" (6).

Furthermore, most college graduates are not "underemployed"; they are working in fields for which they have been prepared (45,16). Some are "underemployed" and some will be—as long as the number of people exceeds the number of jobs. But then college graduates "bump" less-educated people out of jobs for which college was not before required. People without college then suffer from the competition and become unemployed (3,32;51,65; 45,13). College becomes an even more distinct advantage.

That is why the United States Department of Labor concluded:

"College graduates are most likely to be in the labor force, least likely to be unemployed, and more of them continue to hold the highest paying professional and managerial jobs" (12,58).

Each of these career advantages is explored in the following sections. ■

YOU'LL HAVE A BETTER CHANCE OF GETTING A JOB

College does not guarantee a job, a good job, a high-paying job, or a fulfilling career. It does, however, definitely give you a *better chance* of achieving all those goals than you would have without college.

These are the facts:

College education increases the prospects of employment. You have a better chance of finding a job with some college education than with just a high school diploma. Each year of college attendance decreases the risk of unemployment (54,26). For college graduates the demand is three times greater than for all workers (6) and their unemployment rate is lowest among all workers (35,26,27).

Today, the job prospects for college graduates are high. According to a national survey of employers in 1979, "Job prospects for college graduates appear to be better this year than in any year since the recession of the late 1960's and early 1970's. Despite projections of a recession this year, employers are making 30 percent more job offers than at the same time last year" (50). Three separate studies announced late last year all agreed: the job outlook for college educated people in 1980 is "bright" (15;21;48;32;17).

In the immediate future, the job prospects of college graduates are expected to continue high. The reason is that college-educated workers are less susceptible to recessions than others. In a recession, while other occupations suffer reductions in employment, college-requiring occupations grow more slowly than before but they grow (35,27).

In the 1980's, the need for workers who have some type of post-secondary training will expand even more (54,27). For graduates the im-



Lanesa Lendsey Walsh, a CUNY graduate, is legislative assistant for the Social Service Employees Union.

provement may be "considerable" (51,189). White-collar occupations will expand at a much faster pace than blue-collar occupations. These include professional and technical workers, such as medical practitioners and accountants. They include managers and administrators in such fields as health services, retailing and business. And they include sales and clerical workers—billing and payroll workers, office machine operators, computer equipment operators, secretaries, typists and receptionists (54,23-27).

In New York City, the prospects are similar. "In the important white-collar sector, especially in the jobs requiring relatively high skill levels, there will be a large number of openings in the city" (7,2). In the decade ending in 1985, such openings will

exceed those in the blue-collar sector by three to one—by 585,000 jobs (7,16).

For those entering college in the next year or two, the Bureau of Labor Statistics says:

"The demand for young men and women trained in the nation's universities will continue to rise. Indeed, even at the height of the last recession when this nation had lost almost two million jobs, the professional, technical, managerial and administrative jobs typically held by college graduates rose in number.

"As a society we are not going to go back to basket-weaving, and the demand for college graduates and for workers who do the kind of work that is typically done by college graduates will continue to increase" (6) ■

YOU'LL HAVE A BETTER CHANCE OF GETTING A GOOD JOB

Three out of four college freshmen said in a national survey that a "very important" reason for going to college was their desire "to get a better job" (22,55). Ninety-six percent of the graduates in another survey reported that their college education "increased my chances of finding a good job" (45,58).

What is a good job?

Answering that question is the first step toward a good job. One person's nightmare may be another's dream job. College helps you form your individual definition of "good job"—helps you choose a career that meets your interests and talents (11,434). College can clarify your sights. It can raise your sights (31,226;49,78). And it can help you reach your highest goals.

Among the goals sought by many students in choosing careers (45,21) are the availability of job openings, which we have covered in the previous section, and the promise of higher earnings, which we will cover in the next.

Here are other characteristics that students identify as desirable and that are found in jobs for which college prepares you:

Job satisfaction is one of the clearest benefits of a college education. Survey after survey reports that college graduates are "very satisfied with their jobs" (39,4-5;56,32), and that "actual job satisfaction is highly correlated with education" (49,66-67). In other words, the more education you have, the more likely you are to enjoy your work.

Challenge and diversity are among the qualities that make a job satisfying (27,32). By diversity is meant a variety of work activities instead of a fixed and dull routine (39,104). By challenge is meant

more of a demand on a person's brain than on his brawn—a job that stimulates the mind. The jobs of higher-educated people are less physically strenuous, expose them to fewer risks of accidents, depend less on physical capacity, and allow them to adjust their work schedules to their convenience (49,61-65).

Security and the opportunity for advancement are additional advantages. College-trained people enjoy more opportunity for career progress, a continuously rising income, and a greater buffer against

job loss than other employees. They have a more continuous, less erratic job history—because they enjoy greater job security and a higher demand for their services. "Dead-end careers" are less frequent among them, "and the need to start all over again arises much less frequently" (49,61,63;39,104;3,32).

College graduates worry less about ups and downs in the economy and technological innovations: "College-educated workers not only used automated equipment more frequently than others; in the majority of cases, they seem to like this development. They profit more from innovations"—in pay and satisfaction. "To those with less education, automation is more often threatening, probably because the less skilled and less complex jobs are more easily taken over by machines than those of more highly educated members of the labor force" (49, 67-8).

Status: A recent study confirms the commonly held belief, "If you want to get ahead, get an education." In fact, the same study shows that college graduates work in jobs with higher status than they themselves aspired to in high school; and workers who did not go to college work in jobs with lower status than they wanted in their high school days (31,225-26). "Practically every study, regardless of data or methodology, has supported the idea that education substantially increases the student's chances of entering a high-level occupation" (2,201).

These are some of the reasons why the very term *choice job* is used by the Department of Labor—and is generally accepted—as meaning a job requiring a college education (39,2).



Michael Toohey, a CUNY graduate, shown here with front office cashier Joan Stern at the Waldorf-Astoria Hotel, is a management intern in the Hilton Hotels Corporation.

WHERE JOBS WILL (AND WON'T) BE IN THE 80'S

Listed below are the job prospects in selected categories through the mid-1980's, based on unpublished data from the U.S. Bureau of Labor Statistics. The percentage of growth in the number of jobs expected in the coming decade in each field is indicated in bold type next to the job titles. In cases where job opportunities will drop—such as for secondary-school teachers—the change is shown with a minus sign.

PROFESSIONAL, TECHNICAL, AND KINDRED

ENGINEERS 22.9

Aero-Astronautic 12.7
Chemical 18.4
Civil 21.6
Electrical 21.1
Industrial 25.6
Mechanical 19.3
Metallurgical 27.2
Mining 44.3
Petroleum 37.3
Sales 18.7

LIFE AND PHYSICAL SCIENTISTS 25.8

Agricultural 27.5
Atmospheric, space 7.2
Biological 34.9
Chemists 20.5
Geologists 42.5
Marine 26.8
Physicists and Astronomers 15.8

MATHEMATICS SPECIALISTS 25.9

Actuaries 23.9
Mathematicians 34.0
Statisticians 23.0

SCIENCE TECHNICIANS 25.9

Agricultural, Biological (except health) 6.5
Chemical 12.7
Drafters 28.2
Electrical, Electronic 21.4
Industrial Engineering 29.7
Mathematical 49.0
Mechanical Engineering 24.0
Surveyors 38.9
Engineering, Science 11.7

MEDICAL WORKERS 33.1

Chiropractors 30.1
Dentists 18.4
Dietitians 13.6
Optometrists 17.8
Pharmacists 14.8
Physicians, M.D. Osteopaths 36.6
Podiatrists 12.7
Registered Nurses 35.4
Therapists 47.3
Veterinarians 29.2
Clinical Laboratory Technologists 42.8
Dental Hygienists 118.9

TECHNICIANS (Except Health) 32.2

Airplane Pilots 30.4
Air-Traffic Controllers 32.9
Flight Engineers 31.2
Radio Operators 30.7

COMPUTER SPECIALISTS 27.3

Computer Programmers 25.1
Computer Systems Analysts 30.5
Other Computer Specialists 30.4

SOCIAL SCIENTISTS 30.1

Economists 26.9
Political Scientists 22.7
Psychologists 33.8
Sociologists 28.2
Urban and Regional Planners 41.1

TEACHERS 3.7

Adult-Education Teachers 33.9
College and University 3.0
Elementary Schools 9.8
Preschool, Kindergarten 25.0
Secondary School - 11.3

ENTERTAINERS AND OTHER ARTISTS 15.6

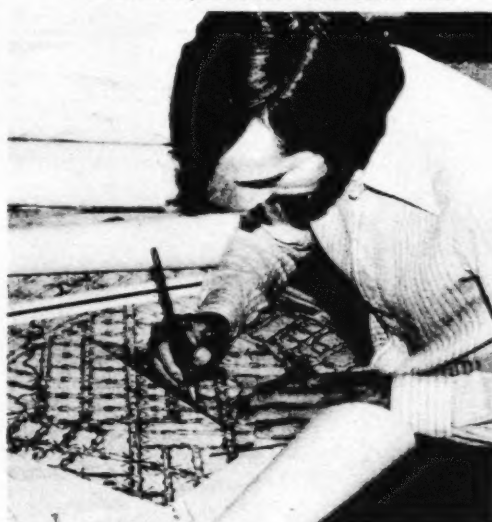
Actors 13.7
Athletes and Kindred Workers 13.1
Authors - 3.3
Dancers 22.2
Designers 20.4
Editors and Reporters 23.8
Musicians and Composers 17.8
Painters and Sculptors 4.1
Photographers 9.7
Radio and Television Announcers 29.8

OTHER PROFESSIONAL, TECHNICAL 18.6

Accountants 19.1
Architects 52.2
Archivists and Curators 6.4
Clergy 5.4
Religious, Except Clergy 11.0
Foresters, Conservationists 14.5
Judges 6.8
Lawyers 18.9
Librarians 11.2
Operations, Systems Research 31.9
Personnel, Labor Relations 31.9
Research Workers - 22.3
Recreation Workers 20.8
Social Workers 29.7
Vocation, Education Counselors 18.6



Student Gary Bucknell with his professor, Douglas Behrens, in a drafting class at CUNY. At right, CUNY graduate Orlando Miquel works as an engineer at Goodkind & O'Dea, Consulting Engineers and Planners.





Linda Gruppi and Ramona Karam, CUNY graduates, are Registered Nurses in the Intensive Care Unit of Mount Sinai Hospital.

MANAGERS, OFFICIALS, AND PROPRIETORS

BUYERS, SALES, LOAN MANAGERS 35.2

Bank, Financial Managers 41.2
Credit Managers 13.2
Buyers, Wholesale, Retail 39.9
Purchasing Agents, Buyers 34.9
Sales Manager, Retail Trade 31.7
Other Sales Managers 32.9

ADMINISTRATORS, INSPECTORS 22.8

Health Administrators 45.0
Officials, Administrators, Public 20.8
Postmasters, Mail Supervisors - 8.3
College Administrators 15.9
School Administrators 16.2

OTHER MANAGERS, OFFICIALS 17.6

Funeral Directors 0.0
Building Managers, Superintendents 36.7
Office Managers 39.6

SALES WORKERS

Advertising Agents 30.6
Auctioneers 1.6
Demonstrators 6.7
Insurance Agents, Brokers 18.6
Newspaper Carriers and Vendors - 19.4
Real-Estate Agents, Brokers 27.5
Stock and Bond Sales Agents 15.4

CLERICAL WORKERS

SECRETARIAL 33.3

Secretaries, Legal 50.0
Secretaries, Medical 50.3
Secretaries, Other 37.3
Stenographers - 22.0
Typists 20.0

OFFICE-MACHINE OPERATORS - 0.1

Bookkeeping, Billing Operator 27.5
Calculating-Machine Operator 18.8
Computer, Peripheral Equipment 18.0
Key punch Operators - 26.6

OTHER CLERICAL 26.9

Bank Tellers 21.3
Billing Clerks 47.5
Bookkeepers 12.6
Cashiers 30.5
Collectors, Bill and Accounts 25.0
Counter Clerks, Except Food 23.8
File Clerks 19.0
Library Attendants, Assistant 17.5
Mail Carriers, Post Office 0.1
Postal Clerks - 11.0
Real-Estate Appraisers 25.7
Receptionists 27.5
Teachers' Aides 54.4
Telegraph Messengers - 50.0
Telegraph Operators - 29.3
Telephone Operators 0.3

CRAFTS AND KINDRED WORKERS

CONSTRUCTION CRAFTS WORKERS 30.0

Carpenters and Apprentices 24.5
Brick and Stonemasons,
Apprentices 18.1
Bulldozer Operators 46.6
Electricians and Apprentices 24.3
Painters and Apprentices 21.3
Paperhangers 50.0
Plumbers, Pipefitters and
Apprentices 38.0

METAL-CRAFTS WORKERS 18.3

Machinists and Apprentices 16.8
Sheetmetal Workers and Apprentices 24.9
Tool and Die makers, Apprentices 17.1

MECHANICS, REPAIRERS, INSTALLERS 19.9

Air-Conditioning, Heating and Refrigeration Mechanics 60.2
Aircraft Mechanics 25.5
Auto-Body Repairers 15.0
Auto Mechanics and Apprentices 16.0
Heavy-Equipment Mechanic 13.5
Household-Appliance Mechanics 19.5
Radio, Television Repairers 31.6

PRINTING-TRADES WORKERS 3.9

Bookbinders 6.3
Compositors and Typesetters - 7.9
Photoengravers, Lithographers 23.1
Pressmen and Apprentices 11.5
OTHER CRAFTS, KINDRED WORKERS 11.5
Bakers - 1.5
Cabinetmakers 7.5
Crane, Derrick, Hoist Operators 25.8
Decorators, Window Dressers 23.
Jewelers and Watchmakers 8.1
Shoe Repairers - 4.0
Tailors 4.2

OPERATIVES

OPERATIVES (Except Transport) 18.8

Semiskilled Metalworking 20.6
Grinding Machine - 1.5
Lathe, Milling Machine 26.5
Solderers - 24.9
Welders and Flame Cutters 26.4

OTHER OPERATIVES 17.7

Assemblers 33.3
Dressmakers, Except Factory - 12.0
Garage Workers, Station Attendants 4.9
Meatcutters, Butchers 6.4

TRANSPORTATION OPERATIVES 11.4

Bus Drivers - 5.7
Delivery and Route Workers 11.9
Parking Attendants 6.3
Taxicab Drivers, Chauffeurs 0.0
Truck Drivers 13.5

SERVICE WORKERS

CLEANING-SERVICE WORKERS 20.2

Building-Interior Cleaners 28.6
Lodging Cleaners 76.5

FOOD-SERVICE WORKERS 24.1

Bartenders 18.8
Cooks (except private) 26.6
Dishwashers 16.7
Food-Counter, Fountain Workers 35.2
Waiters 19.5

HEALTH-SERVICE WORKERS 42.3

Dental Assistants 47.8
Health Aides (except nursing) 52.9
Nurses Aides, Orderlies 35.0
Practical Nurses 54.6

PERSONAL-SERVICE WORKERS 26.4

Flight Attendants 79.3
Baggage Porters and Bellhops - 6.2
Barbers 1.6
Bootblacks - 54.8
Child-Care Workers 62.7
Elevator Operators - 25.6
Hairdressers, Cosmetologists 16.7
Housekeepers (except private) 11.6

PROTECTIVE AND SERVICE 33.1

Firefighters 23.8
Guards 35.0
Police and Detectives 37.8

FARM WORKERS

FARMERS AND FARM MANAGERS - 33.1

Farmers (Owners and Tenants) - 34.6
Farm Managers 56.0
FARM LABORERS, SUPERVISORS - 35.2
Farm Supervisors - 12.9
Laborers, Wage Workers - 43.3
Laborers, Unpaid Family - 15.3

Source: The New York Times National Recruitment Survey, October 14, 1979. © 1979 by The New York Times Company. Reprinted by permission.

YOU'LL HAVE A BETTER CHANCE OF EARNING MORE



Kenneth Starnes, a 1978 CUNY graduate, is a Staff Accountant with the international accounting firm of Peat, Marwick, Mitchell & Co. He is shown above with Deborah Lamme at the company's 345 Park Avenue headquarters.

Elsewhere in this report we review some of the nonmonetary returns of higher education, the lifelong benefits that cannot be measured in dollars. They include occupational benefits, such as job satisfaction: how much is it worth to be happy in your work? And they include non-job benefits, such as the opportunity for self-discovery, for developing your independence, for improving the quality of your life.

Many people believe that these intangible benefits are much more important than the monetary gains, and that they far exceed the monetary gains. Even economists, who deal in dollars and cents, say that the pecuniary returns "are only part of the outcomes" (11,180).

But college students themselves believe that "the chief benefit of college is that it increases earning power" (22,55). In fact, many students, if not most, are in college today "to increase their capacity to earn a higher income" (5,94).

There is no doubt that college fulfills that expectation. Higher education contributes substantially to

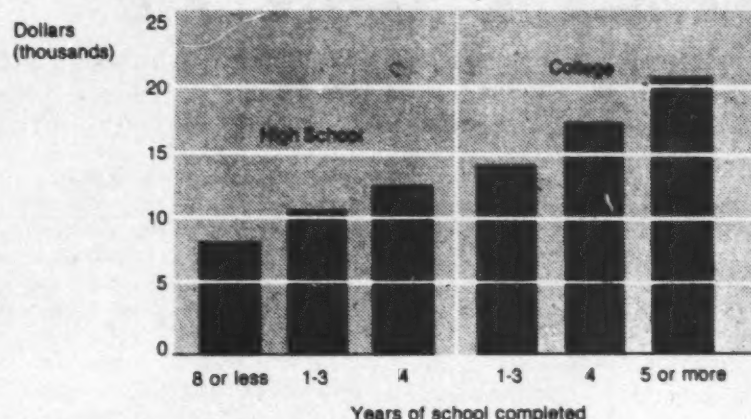
AVERAGE STARTING SALARIES, 1980 COLLEGE GRADUATES

Field	Salary
Accounting	\$15,720
Business Administration ..	14,100
Chemistry	17,124
Computer Science	17,712
Economics/Finance	14,472
Engineering	20,136
Liberal Arts	13,296
Mathematics/Statistics ..	17,604
Sales/Marketing	15,936
Other Fields	17,544

Source: Endicott, Frank S. *The Endicott Report, 1980: Thirty-fourth Annual Survey of Well-known Business and Industrial Firms Concerning Employment Trends for College Graduates*. Evanston, Ill.: The Placement Center/Northwestern University, 1979. Reproduced with permission.

INCOME INCREASES AS THE NUMBER OF YEARS OF SCHOOLING INCREASES

Average income for year-round full-time workers, 1975



Source: Bureau of the Census (54,26)

individual earnings (31,187-8). The number of years of education is directly related to your economic success (2,204): The greater the number of years of schooling completed, the greater the yearly income (54,26). Your amount of schooling is "the best available predictor" of both status and earnings (31,230).

College-educated persons earn higher salaries to start with. Their income rises more sharply than the income of high-school graduates. And the gap between them widens with age. (35,27-28;3,29).

What is the gap?

A review of the current literature shows that average income differentials between high school and college graduates have ranged from 33 to 52 percent (54,26;22,13;31,189;8,20;3,29). The latest comparison of the median annual incomes of college graduates with those of high school graduates shows a difference of 33.6 percent for men and 42.2 percent for women. In dollars, the yearly income differences are \$5,191 and \$3,762, respectively (18,32).

In the highest income brackets, college graduates are even more strikingly represented. College graduates comprise:

- more than three times the percentage of non-college people in jobs paying \$15,000-\$25,000;
- almost four times more in the ten percent of the top-paying jobs; and

• more than six times in those jobs paying \$25,000 and more (53,388, 411).

These figures include only salary. Besides salary, college graduates enjoy other economic advantages: more generous sick leave, health insurance and other fringe benefits. They have longer vacations. They have better retirement benefits. They are less prone to unemployment, the outdated of their skills, illness and injuries, and they lose less income from these causes (49,58,61-64; 3,29).

These additional, non-salary advantages further contribute to the economic success of college-educated people. There are other

"nonpecuniary benefits"—"making less physical effort, making more of own decisions, being more creative, having less repetition, having more say, and making more friends"—that have been calculated to spread the "real" earnings advantage of college alumni over noncollege workers by another 25 percent (47,13).

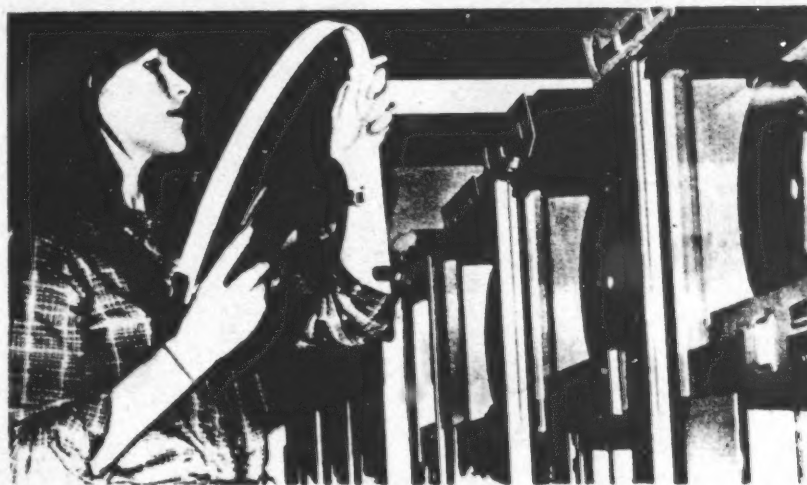
If you match these benefits with what your income would be if others acquire college education and you do not, you are sure to conclude that college is a good investment (53,416).

If you match these benefits against the investment you make in college—in tuition, expenses and earnings foregone while attending college—you are sure to conclude that college pays off (11,181,182,441,447;19,373-4;20,341-2;4;3,31;35,30).

If you attend a good public college, where your investment is lower, the returns are even higher (9, 65).

Howard R. Bowen, whose *Investment in Learning* is the most comprehensive and authoritative study of the benefits of college, concludes:

"First, the monetary returns from higher education alone are probably sufficient to offset all the costs. Second, the non-monetary returns are several times as valuable as the monetary returns. And third, the total returns from higher education in all its aspects exceed the cost by several times. In short, the cumulative evidence leaves no doubt that American higher education is well worth what it costs" (11,448).



Kathy Honeyman in the City University Computer Center, where CUNY students receive on-the-job training in the burgeoning field of computer sciences.

YOU'LL BE BETTER PREPARED FOR A FULFILLING LIFE

The occupational and economic benefits of college can be measured, as we have seen. Other benefits of college are less easily "quantified." Yet they are, in the opinion of many, even more important.

One survey of students, after two or three years of college, showed that job skills were less important to them than these other benefits of college: personal development, tolerance, individuality, social development, friendships, and critical thinking (41,57). In another survey, college students gave a lower priority to vocational preparation than to "their emotional growth," "learning to get along with people" and "formation of values and goals" (14,14). All studies show that college seniors "place substantially greater emphasis on general or liberal education and less emphasis on vocational education than do freshmen" (11, 109).

Why is that?

It is because, as they progress through college, students recognize that work, important as it is, represents only one aspect of their lives. They discover new territories of knowledge and art. And they learn something they might not have realized when they first set foot on campus: that the *whole* of their future may be enriched by higher education.

How does that happen? It happens, first, through a wide range of interpersonal experience that takes place inside and outside the classroom. It happens through extracurricular activity. It happens through your occupationally-related studies, which have uses beyond your occupation. And it happens through the liberal arts. According to one dictionary (*Webster's New World*), these are "the subjects of an academic college course, including literature, philosophy, languages, history, and, usually survey courses

of the sciences, as distinguished from professional or technical subjects."

Vocational schools advertise that they dispense with all that stuff. Their claims are true. Only college can give you the total experience. These are among its benefits:

- **The capacity to participate in the general culture:** "for example, to read significant literature, to understand and appreciate the arts, to converse with educated people about matters of importance, to comprehend the news in historical, geographic, and social perspective, to have some basic understanding of science and technology, and to be at home with religious and philosophical issues" (11,89).

- **The ability to learn on your own:** One of the most important "nonmonetary" benefits of higher education may be more valuable than money. It is "learning how to learn rather than learning the content of any particular course" (45,12). That college achieves this purpose and that its effects endure throughout life are well-documented facts (30,21,47,58-60).

- **Self-discovery:** College is the opportunity to come into contact with people, environments and ideas that differ from those of your childhood, to re-examine your own views, to try out new experiences, and to shape your future on much more solid, sophisticated grounds (11,111,112;27,38). The results are greater independence and individuality (2,60,61).

- **Self-confidence:** Freed from dependence on others, college-educated people feel a greater degree of "self-worth," a "more positive self-image as reflected in greater interpersonal and intellectual competence" (2,34,212). In one study of 25,000 students, they reported themselves improved, after four years of college, in popularity, social

self-confidence, public speaking ability, popularity with the opposite sex, and leadership ability (2,33). Other studies have found college-educated people to be more socially mature (27,35), to better communicate with, understand and tolerate others (11,119), and to belong to and assume leadership in more groups (57,81-82).

- **Family success:** College-educated people report a higher degree of marital happiness than others (28). They are more likely than others to know about and use family planning techniques (49,75). They devote more time, care and money to the rearing and education of their children, "with the effect of improving the children's characteristics and achievements" (11,194). And their children do better in high school and go to college in greater proportions (51,67;57,87). "The children of parents with inadequate education are themselves likely to suffer from inadequate education, low income, and low occupational status" (36,47-8).

- **Richer leisure:** A comparison of college graduates with those in the same age group found a "lower propensity of college graduates to watch television and their somewhat higher probability of spending leisure time reading and engaging in hobbies" (46,7). Is that because college makes you more snobbish in your tastes? No; there is a better reason for it: College can expand your realms of enjoyment. By acquainting you with new areas of art, music, literature and drama, college enables you to enjoy more culture (11,82-3;2,49-50;27,27). That is why college graduates "are more inclined to read, engage in adult education, attend cultural events, and participate in the arts; they are more interested in the pursuit of hobbies and other interests; they are more likely to take part



Music teacher Clayton Miller Jr. conducts a choral concert at Albert Leonard Junior High School in New Rochelle.

in community and civic affairs; and they are more likely to take vacations" (11,208).

• **Better health:** "One of the most striking findings of recent research on the socioeconomic determinants of health in the United States is the strong positive correlation between health and length of schooling" (23,46-47). By such yardsticks as life spans, "educated people are, on the average, more healthy than other people" (11,210-213). A contributing factor is that they enjoy better medical insurance coverage than others, both for

themselves and, through group contracts, for their families (1). Educated people also worry less (28), suffer less psychological distress—headaches, dizziness, nervous breakdowns (57,84), and are admitted less frequently to public mental hospitals. These benefits begin in college, which "provide needed emotional support for students who are passing through several critical stages of development on their way from adolescence to maturity." And they last, as college "provides a range of resources from which the individual can build a sound psychological

base" (11,118). The net outcome is a "greater sense of well-being and satisfaction" among college graduates long after their campus experience (28).

• **Ability to cope:** Educated people can better process information (38,26)—and detect misinformation. This capacity enables them to get more for their money, to be better consumers and to cope more effectively with a wide range of practical day-to-day matters, from dealing with red tape and bureaucracies to seeing through misleading advertisements, from preparing their tax returns to asserting their legal rights. They are more prudent than others in their savings and investments—save larger percentages of their family income, invest their savings more rationally and on the basis of better information, and plan ahead more. They spend a smaller percentage of their income on such commodities as tobacco and alcohol and, perhaps because they are more independent, are less inclined to "conspicuous consumption"—the expenditure of money for the sake of "keeping up with the Joneses" (11,85-6,202-6).

• **Alert citizenship:** Did you ever wonder why you pay such a small proportion of your schooling costs at public institutions? No matter what the tuition charges at a public college, it covers only a fraction of the actual costs. It's because society benefits from your education: you emerge a better citizen. That's good for society, and it's good for you too. College education gives you an understanding of the workings of your community and your country, and your place in them (14,13). By exposing you to ethical and social issues, it makes you less prejudiced, less irrational, more liberal towards the rights and liberties of others, more humanitarian (57,90-93;27,28;41,57). Educated people are more conscious of, interested, informed and involved in public affairs (30,89-93,176-9;11,151-2). It should not be surprising then that ninety percent of the political elite—our governmental leaders—are college graduates (57,82).

These are some of the ways the uses of college extend beyond the measurable benefits related to your career, and far beyond the short time you spend on campus. ■

Why attend the City University of New York?

Because all the benefits of college outlined in the previous sections apply to CUNY—and then some.

In fact, CUNY "returns" more, since your investment in it is lower than elsewhere—\$462.50 per semester in tuition (minus whatever financial aid you may be qualified for).

Authorities today dispute the old assumption that the more you pay for college, the more you get out of it. Neither the "richness" of a college nor the exorbitance of its tuition influences the substantial impact of a college on you (11,238-60).

What does matter is the quality of the institution and the variety of the programs available to suit your individual needs. In these respects, CUNY is extraordinary.

CUNY consists of eighteen colleges; they are listed on the opposite page. They offer you, in one city, a greater choice of first-rate programs than is available in any other institution in the United States.

CUNY's advantages include:

- **Superior teachers and staff:** one of the outstanding instructional staffs in the nation—in the quality of their teaching and their outstanding performance in scholarship and research.

- **Programmatic choice:** a variety and diversity of programs to choose from—from business to the technologies, from social services to the health sciences, from liberal arts and sciences to an array of innovative special programs to suit individual interests—"a depth and breadth of educational opportunity that is hard to match elsewhere"



Barbara Carson (r.) and Sonia Lizardi (c.) are interning with McGraw-Hill, Inc., as part of their cooperative education program at a CUNY community college. Theresa Gallo has completed the program, earned an associate degree and now works for the company.

WHY GO TO CUNY

(40,4). Preparation for most of the careers listed on pages 8-9 is available at one or more CUNY college.

- **Special and innovative programs:** the best criminal justice college, one of the best schools of business and public administration in the world, the only comprehensive bilingual college in the continental United States, the outstanding work-and-study cooperative education program in the land, and a wide array of fast-track, work-internship, independent-study, adult-degree and individualized degree programs to meet every possible student need.

- **A fully integrated system:** coordination with the city's high schools, to smooth the transition to college work; between CUNY's community colleges and senior colleges, to facilitate movement from one to the other; between bachelor's degree and master's degree programs; between the colleges and the CUNY Graduate School, whose doctoral programs are related to the offerings of the colleges and whose distinguished faculty teach throughout the CUNY system; and between the university and the city, whose resources give CUNY unlimited facilities beyond its campuses.

- **Student activities:** a student body as cosmopolitan as New York itself, with hundreds of clubs, special

events, social and athletic functions and cultural affairs that enhance the pleasure of going to college and provide rich learning experiences in themselves.

- **A record of success:** CUNY's alumni comprise a long and distinguished list of leaders in every field and throughout the nation, including many of the men and women who conduct New York's business (40,9).

CUNY's graduates are worth further attention because they prove CUNY's excellence.

One study (29) made of CUNY's 1973 community college graduates may serve as illustration. It showed that approximately 20 percent already had a job at the time of graduation. (Many CUNY students work while attending college, and many of their jobs are part of their college program.) Three-quarters were working in the field of their training. In 1978, five years after their graduation from a CUNY community college, 34.6 percent were earning over \$15,000. Many others continued their education at a senior college and received the bachelor's degree.

CUNY's senior colleges show corresponding accomplishments in the success of their graduates, in their admission to graduate and professional schools, in their winning of scholarships and honors (including the Nobel Prize, in which City College is the first in the nation), and in producing the nation's leading business executives (40,11-19).

- **Low cost:** For residents of New York City and State, full-time tuition at all of CUNY's senior colleges and community colleges is \$462.50 per semester. Part-time tuition is \$35 per credit for freshmen and sophomores, and \$40 per credit for juniors and seniors. You may also qualify for financial aid to help defray all or part of your tuition and other costs.

These are the facts that back up the claim that CUNY offers you the best buy available in higher education. ■

THE CITY UNIVERSITY OF NEW YORK

BARUCH COLLEGE/CUNY

17 Lexington Avenue
New York, New York 10010
Tel. 725-3158

**BOROUGH OF MANHATTAN
COMMUNITY COLLEGE/CUNY**

1633 Broadway at 50th Street
New York, New York 10019
Tel. 262-3585

BRONX COMMUNITY COLLEGE/CUNY

West 181st Street and University Avenue
Bronx, New York 10453
Tel. 367-7300

BROOKLYN COLLEGE/CUNY

Bedford Avenue & Avenue H
Brooklyn, New York 11210
Tel. 780-5901

CITY COLLEGE/CUNY

138th Street & Convent Avenue
New York, New York 10031
Tel. 690-8977

**THE COLLEGE
OF STATEN ISLAND/CUNY**

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Staten Island, New York 10301
Sunnyside: 715 Ocean Terrace
Staten Island, New York 10301
Tel. 390-7807

MEDGAR EVERS COLLEGE/CUNY

1150 Carroll Street
Brooklyn, New York 11225
Tel. 735-1947

HOSTOS COMMUNITY COLLEGE/CUNY

475 Grand Concourse
Bronx, New York 10451
Tel. 960-1114

HUNTER COLLEGE/CUNY

695 Park Avenue
New York, New York 10021
Tel. 570-5483

**JOHN JAY COLLEGE
OF CRIMINAL JUSTICE/CUNY**

445 W. 59th Street
New York, New York 10019
Tel. 489-5080

**KINGSBOROUGH COMMUNITY
COLLEGE/CUNY**

2001 Oriental Boulevard
Brooklyn, New York 11235
Tel. 934-5676

**LAGUARDIA COMMUNITY
COLLEGE/CUNY**

31-10 Thomson Avenue
Long Island City, New York 11101
Tel. 626-5588

LEHMAN COLLEGE/CUNY

Bedford Park Boulevard West
Bronx, New York 10468
Tel. 960-8131

**NEW YORK CITY COMMUNITY
COLLEGE/CUNY**

Brooklyn: 300 Jay Street
Brooklyn, New York 11201
Voorhees: 450 West 41st Street
New York, New York 10036
Tel. 643-8590

QUEENS COLLEGE/CUNY

65-30 Kissena Boulevard
Flushing, New York 11367
Tel. 520-7323

**QUEENSBOROUGH COMMUNITY
COLLEGE/CUNY**

Springfield Boulevard and 58th Ave.
Bayside, Queens, New York 11364
Tel. 631-8216

YORK COLLEGE/CUNY

150-14 Jamaica Avenue
Jamaica (Queens) New York 11451
Tel. 969-4215

**THE GRADUATE SCHOOL AND
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SEIZE THE OPPORTUNITY

Admission: To enroll at the City University of New York, you need a high school diploma or a general equivalency diploma (G.E.D.) To be admitted to a senior college, you need to have achieved a certain high school grade-point average.

Tuition: For residents of New York State, full-time tuition at all of CUNY's community colleges and senior colleges is \$462.50 per semester; part-time tuition is \$35 per credit for freshmen and sophomores and \$40 per credit for juniors and seniors.

Financial Aid: To help defray all or part of your tuition and other costs, depending on your income or your family's income, you may be eligible for a tuition grant from the New York State Tuition Assistance Program (TAP) and/or a federal Basic Educational Opportunity Grant (BEOG), neither of which has to be repaid. You may also qualify for College Work-Study, a National Direct Student Loan, a Supplemental Education Opportunity Grant, or a New York State Guaranteed Student Loan. If you are economically and educationally disadvantaged, you may qualify for SEEK or College Discovery.

For further information, applications, and individual counseling:

Call, visit or write to the Admissions Office of the college of your choice at the address given on the previous page.

Visit the CUNY Office of Admission Services at 101 West 31st Street, in Manhattan (by bus, or subway to 33rd and 34th Street stations), from 9 a.m. to 5 p.m. Monday through Friday. No appointment necessary.

Phone the CUNY Office of Admission Services, 212/868-6200.

Fill out the coupon at right and mail it to: CUNY Office of Admission Services, 101 West 31st Street, New York, N.Y. 10001.

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CUNY OAS, 101 West 31st Street, N.Y., N.Y. 10001.